NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE

bulletin

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2003-05 Provincial Executive

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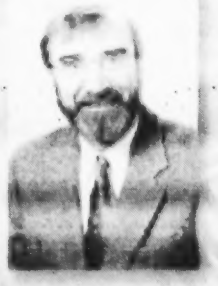

Fred Wood

Good Communication

by LESLEY-ANN BROWNE

At recent presentations to the Federation of School Councils AGM and the Newfoundland and Labrador School Boards Association AGM, I included a section on the meaning of good communications. My presentation stated that good communication is directed toward a specific purpose, is directed toward a specific audience, anticipates difficulty, is clear and precise, and is personal, tactful, and appropriate.

As part of my responsibilities as volunteer President of the Newfoundland and Labrador Chapter of the International Association of Business Communicators, I presented awards during May to communicators throughout the province for excellence in communications. There were awards in categories for writing, media campaigns and communications strategies, as well as others. As these awards were presented to colleagues, it was clear that they were well deserved and being presented to people who have excelled in their field and understood the meaning of good communications.

I was pleasantly surprised and encouraged to discover that the components of good communications are practiced at other levels as well. There are many who excel in communications but who do not have the support of corporations or businesses behind them. This became clear in May when I had the honor of judging a public speaking contest at the Newfoundland School for the Deaf.

Being a judge in any type of competition is always challenging, but this public speaking competition was even more so. The competition was different from other public speaking events in that the contestants could present in one of two languages. The choices were American Sign Language (ASL) or English.

I was one of a panel of five judges. There were three judges who ranked the ASL presentations and there were two English judges. Since my knowledge of ASL is limited to hello and good-bye, and a few phrases, I judged the competitors who presented in English.

The outcome of any communication situation is never entirely predictable. But it is imperative that people must understand each other. I was thoroughly impressed with all the competitors.

The words of these young people and their presentations were inspirational. Many of them had the additional challenge of volume and tone impediments. I found I had to listen very closely to what they had to say.

I had to block all interference. I had to totally concentrate on the speeches so that I could understand what they were saying. It was a real communications challenge. Not for the students, since the challenge was mine. I had to practice the principles of good communication as well as focus myself on the topic and the presentation. Communication comes in many forms and this was an example of one of the best.

It is that time of year again to wish you well for the summer break. Relish the time with family and friends as you enjoy a well-deserved vacation.

Results of Province-wide Election

ELECTION OF PRESIDENT
MAY 6, 2003

Fred Douglas – 50.43%
Paul Matthews – 36.27%
Wayne Lee – 13.30%

ELECTION OF VICE-PRESIDENT

First ballot – May 6, 2003
Fred Wood – 31.61%
Kevin Foley – 28.96%
Clem (Ted) Murphy – 16.42%
Sean Noah – 15.41%
David Alcock – 7.60%

Second ballot – May 20, 2003
Kevin Foley – 51.40%
Fred Wood – 48.60%

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ALUMNI TRIBUTE AWARDS

CELEBRATING ☆ EXCELLENCE

MEMORIAL UNIVERSITY

All it takes is half an hour of your time to publicly recognize a Memorial alumnus who you believe has contributed in a significant way to the teaching profession or to the community. Alumni Affairs and Development is calling for nominations of graduates from Memorial for the Alumni Tribute Awards. And they need your help. This is your opportunity to single out a remarkable co-worker, friend and family member who deserves recognition for her or his accomplishments.

Dr. Linda Inkpen, chairperson of the awards program, encourages MUN alumni to participate by nominating someone they know, respect and admire for one of the five awards. "We've simplified the nominating process so that alumni can quickly and easily complete the nomination form." She also pointed out that nominators are asked to keep the descriptions down to 250 words or less so that there is no pressure to develop a "comprehensive dossier" on the nominee.

Dr. Linda Inkpen
Chairperson, Alumni Tribute Awards

Dr. Inkpen said nominators are vital to this process of recognition. She pointed out that the university can only pay tribute to deserving graduates if nominators take the initiative to put forward the names of those they most admire. "It will take half an hour of your time to pass on an honour that will last a lifetime."

Nominations for the awards must be submitted by June 30th.

All submissions that make the June 30th deadline will be evaluated by the Alumni Association Board over the summer and the awards will be presented at a gala awards dinner this fall.

Full details on the process and for nomination forms visit **www.mun.ca/munalum** and click on Alumni Tribute Awards or call 737-4354 or 1-877-700-4081 and ask for the Alumni Tribute Awards nomination form.

PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

BAY BULLS

Teachers hit the jackpot!

Fifteen staff members of St. Patrick's Elementary School in Bay Bulls were elated to share in a $100,000 win on the 649 tag for the April 16, 2003 draw. "We have been buying tickets for about five years now with no big wins... just an occasional $2, $10 and free tickets," said Mary Oliver, a teacher at St. Patrick's. "So as you can see, the $1 a week from each person paid off big dividends to this happy group of people – Show Me The Money!"

Pictured (l-r): sitting: Rita Sullivan, Michelle Power; 2nd row: Marlene Curran, Frances Stratton, Tracy Smallwood, Mary Oliver, Carolyn Campbell; 3rd row: Greg Woolgar, Kathleen Sullivan, Patsy O'Brien, Mike Edmunds, Heidi Gatherall, Renee Lynch, and Debbie Shortall. Missing from the photo is Kevin Parsons.

MOUNT PEARL

We Care Month

Spirits were high and voices raised at Morris Academy in Mount Pearl as they marked the opening of "We Care Month" during an assembly on May 7. Kindergarten to Grade 3 students paraded proudly into the school gymnasium, each class accompanied by an invited guest representing an aspect of the school's "I Care" program.

"The assembly provided an opportunity for the families and staff of Morris Academy to reflect on and celebrate the school's caring nature that were demonstrated through projects and activities undertaken throughout this school year," said Linda Harnett, a Kindergarten teacher at Morris Academy. Special guests, including the Minister of Education, the Honourable Gerry Reid, representatives from the Department of Education, Avalon East School District trustees and professional staff, members of the Morris Academy School Council and representatives from the City of Mount Pearl and community organizations were entertained and inspired by the students' song and presentations.

Students described how Morris Academy students care about animal friends, the community, the earth, grandparents, families, school, friends who are sick and in need, people in other lands, safety and healthy bodies and about each other. Members of the Safe and Caring School Team presented, on behalf of the students, a gift of hundreds of blankets and towels to Ms. Cheryl Ellis of the SPCA and a generous contribution of $435 to Mr. Geoff Eaton of RealTime Cancer. Mr. Brad Case of Academy Canada was recognized as the designer of the school's t-shirt which affirms, "At Morris Academy, we care about each other."

A number of community organizations acknowledged the school's caring contributions. Sobeys presented the school with a cheque for $2,920, which was the school's share of the proceeds from the sale of the 2002 Stars of Christmas CD. TD Canada Trust applauded the school's efforts to strengthen the environment and contributed $1,800 to support the initiatives of the school's environmental committee. Mr. Albert Pelley of the Canadian Red Cross thanked the families of Morris Academy for responding quickly and generously to the Badger Disaster Fund and presented a certificate of appreciation to the school.

Mrs. Ina Kearley, principal of Morris Academy, described a number of activities occuring during May that rewarded students and staff for their continued involvement in the school's caring initiatives. "It was evident from the displays of student work throughout the school that our students are developing positive attitudes towards themselves and others, a benefit of the 'I Care' program adopted three years ago by the School Development Committee to fulfill its goal of creating and promoting a respectful and caring school environment," said Mrs. Kearley. I Care Cat, the program's mascot,

attended the "We Care Month" assembly and he appears at all school functions. The assembly's closing song exemplifies Morris Academy's belief that "if we care and we share, then we'll all have enough... if we love one another, deep in the heart, that's the start!"

Students at Morris Academy perform at the closing assembly of "We Care Month".

ST. JOHN'S

St. John's Centre Branch 18th Annual Curling Funspiel

The St. John's Centre Branch of the NLTA held its 18th annual Curling Funspiel on April 2-6. While curling is the purpose of the event, it is definitely secondary to the chance for people to socialize with co-workers and fellow teachers, a chance to meet old friends and make news ones.

The event consisted of 104 teams of four players. Two players from each team were required to be teachers. This enabled spouses and friends who are not teachers a chance to take part and join in the fun.

The curling involved both a recreational and competitive division. The St. John's Centre Branch would like to congratulate all who participated, but particularly the following teams: Bishop Feild Rockets, winners of the Recreation Division, with Newtown Elementary placing second; and Old Sabres, winners in the Competitive Division, with The Fossils placing second. "Well done! The way we figure it, your next stop is The Brier."

A special thank you is also extended to all companies who donated items for use at the Funspiel and for their continued support. The branch is especially grateful to those people who volunteered their time at the front desk.

Planning is already underway for next year's Curling Funspiel. The Executive of the St. John's Centre Branch enjoy organizing the event, and knowing that participants enjoy themselves makes it all worthwhile.

PWC to host Canadian Student Leadership Conference

Prince of Wales Collegiate will host the 2003 Canadian Student Leadership Conference from September 27 to October 4, 2003. Already 150 schools from across Canada have registered and there is much excitement being generated about this national event. With three students and one advisor from each school, over 800 people will come together to "Unlock the Future".

At CSLC 2003 opportunities will be provided for students to develop their leadership skills necessary to embrace the challenges of the future. The conference will feature five keynote speakers, Dr. Robert Richards, Mark Scharenbroich, Kim Lyall, Geoff Eaton, and Alvin Law. These dynamic motivational speakers will inspire students to appreciate the importance of volunteerism, tolerance, teamwork, awareness of global issues, education, community involvement and fun in equipping leaders (KEYS) for the future. Planned activities include "The Amazing Traipse" through downtown St. John's, a Newfoundland Kitchen Party, and a MuchMusic Video Dance.

Schools in Newfoundland and Labrador are invited to register online until June 20, 2003. For more information visit our website at www.pwc.k12.nf.ca/cslc.

PHYSICAL EDUCATION SPECIAL INTEREST COUNCIL

Physical Education Special Interest Council

Expand and Explore

Memorial University campus, St. John's.
October 16-18, 2003

- Learn new activities
- Share and meet with fellow physical educators and co-workers
- Come away energized and refreshed for your school year
- Activity sessions for every interest
- Keynote speaker
- Panel/Discussion Forum
- Wine and Cheese
- Banquet and awards
- AGM (lunch provided)

For Physical Educators, By Physical Educators

For further information contact:
Mark Jones, Tel: 709-722-3790
or Sharon Brophy, Tel: 709-754-3155

Proud to Read Canadian Day

On May 2, teachers and students at Roncalli Elementary in Airport Heights celebrated "Proud to Read Canadian Day". The day was a celebration of Canadian books and authors. Students dressed in red and white, carried flags and wore Canadian lapel pins.

All students from Grades Kindergarten to 6 participated in "Buddy Reading", a favorite at Roncalli of both the younger and older students. Of course, all books that were read were written by Canadian authors.

Grade 6 student Cassandra Simms reads to Kindergarten student Jacob Butler during "Proud to Read Canadian Day" at Roncalli Elementary.

The students were also honored to have local author Susan Chalker Browne come and visit. She read from her latest book, *Goodness Gracious, Gulliver Mulligan* and told everyone about the story behind the book and how it came to be published.

It was an enjoyable day for all teachers and students and a wonderful way to promote literacy, one of the goals of Roncalli Elementary.

NEWFOUNDLAND AND LABRADOR

NLSBA Award of Excellence winners announced

The Newfoundland and Labrador School Boards Association (NLSBA) presented two schools in the province with the NLSBA Award of Excellence at the 32nd Annual General Meeting held in Gander on May 9.

Roncalli Central High School in Avondale, Conception Bay Centre, was nominated by the Avalon West School Board for its achievement in their project – Information and Communication Technology (ICT), an innovative and advanced use of technology.

The other winner was Roncalli Central High School in Port Saunders. The school was nominated by the Northern Peninsula/Labrador South School Board for their promotion of technology and technology-related projects and initiatives.

The NLSBA Award of Excellence is presented to a school or group that has achieved recognition through the successful implementation of a project or outstanding performance in the pursuit of educational excellence.

Program encourages students to keep reading this summer

Jump Into Reading!, the 2003 province-wide Summer Reading Program of the Newfoundland and Labrador Public Libraries, promotes and encourages our children to continue reading while on their summer vacations. "Studies have shown that the children who continue to read during the summer months are more likely to be better prepared for and perform better in the fall when school resumes," said Lisa Wilson, Children's Librarian at the A.C. Hunter Children's Library in St. John's. "Our Summer Reading Program not only provides an opportunity for students to practice their reading and communication skills throughout the months of July and August when school is out, but makes educational reading fun and appealing to them."

This summer's theme celebrates and encourages students throughout our province to jump into and immerse themselves in a world of recreational reading as they take time off from their studies. Many libraries throughout our province will be promoting various programs to encourage our children's participation with various activities, reading guides, contests, and of course, prizes!

Ms. Wilson says as educators and parents we need your help to encourage students to keep reading this summer. Feel free to contact or visit your local library to discuss your local reading program and ways in which you can help encourage kids to keep reading.

ATLANTIC CANADA

Teaching students who are blind, visually impaired, deaf or hard of hearing – a rewarding career

The Atlantic Provinces Special Education Authority (APSEA) employs teachers of students who are blind or visually impaired and teachers of students who are deaf or hard of hearing throughout the Maritime Provinces. While each of these areas of sensory loss require different disability-specific skills instruction, the model for service and program delivery is very similar. Itinerant

teachers travel to the various schools where students with sensory disabilities are enrolled to provide direct instruction to students and consultation to members of the students' school teams (e.g., classroom teachers, principals, parents). Because these teachers work with children from birth to high school graduation, most itinerant teachers will work with preschoolers in the home or daycare setting as well.

Why would you want to be a teacher of students with a sensory loss? Consider just a few of the potential assets: diversity within the job; opportunities for ongoing professional development and growth; focus on a very specialized but multifaceted area of instruction; job satisfaction (making a positive difference in the lives of students and families); professional autonomy; active participation on a multidisciplinary team; and excellent employment opportunities throughout North America.

Teachers who are interested in specializing in education of students who are blind or visually impaired or students who are deaf or hard of hearing can complete a M.Ed. in either field at Mount Saint Vincent University in Halifax, Nova Scotia. Course work is completed through part-time study including two, three-week, on site summer sessions. During the fall, winter and spring terms students complete online courses instructed by specialists in the field. In addition, a supervised practicum is required. For teachers of students who are deaf or hard of hearing, course work focuses on such things as language development, sign language, communication and educational strategies. For teachers of students who are blind or visually impaired, course work focuses on such things as braille literacy, orientation and mobility, assistive technology, and independent living skills. Both programs address such topics as adjustment to disability, educational modification and disability-specific instructional strategies, and social inclusion. For more information contact Paula Mayich, Graduate Studies at Mount Saint Vincent University, (902) 457-6341.

The Atlantic Provinces Special Education Authority is currently offering financial assistance to teachers who are interested in pursuing certification in either education of students who are deaf or hard of hearing or education of students who are blind or visually impaired. For more information contact Raymond LeBlanc, Director of Programs for Students who are Deaf or Hard of Hearing (902-424-3358) or Ann MacCuspie, Director of Programs for Students who are Blind or Visually Impaired (902-424-8503).

CANADA

New national award for excellence in collaborations between museums and schools

A new annual, national award for excellence in collaborations between museums and schools has been launched. The award is co-sponsored by the Canadian College of Teachers and the Canadian Museum of Nature, Canada's national museum of natural sciences. The submission deadline for this year's award is July 31, 2003.

The Museums and Schools Partnership Award will recognize schools and museums that work together to create educational programmes that enrich and expand students' understanding and appreciation for Canada's cultural and natural heritage.

The award is open to any Canadian school or school board that collaborates with any Canadian non-profit public museum, which includes zoos and science centres.

Projects will be assessed on a number of principles and criteria. These include vision (how it advances possibilities for museum-school collaborations), collaboration potential (how museums and schools can work

(*continued on page 8*)

"An 'A' in Works Well Without Supervision."

effectively together), partnership effectiveness, synergy (realizing an opportunity that neither the school or museum could achieve on their own), and relevance of the project to the community served.

Nominations may be submitted by any person or group in the community where the school and museum are located. The winning partnership for this annual award will be selected before December 31 each year. The award will be announced during the annual conference of the Canadian Museums Association.

For more information about the award programme, visit the website of the Canadian College of Teachers at www.cct.cce.com or telephone Mary Ellen Herbert at the Canadian Museum of Nature at (613) 566-4704 or toll free at 1 800-263-4433.

New Francophone web portal for youth makes learning fun

Young francophones in search of an exciting Web space for sharing and discovering in a Canadian Francophone environment need look no further. They will feel right at home at www.monPIF.ca. This new Francophone Web portal designed for and by youth is now online. Meeting the needs of Canada's youth, monPIF.ca is a tailor-made portal providing a free e-mail address on "maboîte PIF" and several other features such as an 8-Mb storage space, a search engine and a note pad.

Francophone resources in Canada are highlighted through monPIF.ca which will stimulate the curiosity, develop the imagination and enrich the knowledge of our youth. This exciting educational portal will give youth a unique opportunity to grow, live, learn and communicate in French.

This portal not only immerses users in a Francophone world reflecting the Canadian reality, it is also a window on the global Francophonie. A wide range of resources and services in French are provided to youth eager for knowledge such as Grouille-Méninges, Allô la planète?, Nouvelle vague, Nouvelles de la gang and Relax au max.

The Canadian Teachers' Federation (CTF) is especially proud to be part of the development of this initiative. "With this important contribution", explains CTF President Doug Willard, "monPIF.ca will quickly become a product that will meet the expectations of students and teachers looking for tools in French."

Youth can now explore the monPIF.ca portal which, for the first time in Canada, brings together educational content and an interactive, visually attractive and exciting platform. With its practical tools for teachers and cool approach for youth, monPIF.ca has made learning fun!

September 25-26, 2003
Mile One Stadium, St. John's

STRATEGIES for SUCCESS
Teaching and Learning in the K-12 Classroom

Conference presenter Laurie Kagan personally trains thousands of teachers throughout the world on how to transform educational theory into fun, powerful instructional strategies. Laurie is known for her powerful, step-by-step workshop binders and training manuals which include a comprehensive toolbox of ideas that facilitate transfer of training. Laurie translates a deep understanding of theory and methods into practical, teacher-friendly strategies that really work.

Conference Registration Deadline:
June 27, 2003

Cost: $100/day or $150 Full Conference

Avalon East School District

For more information, contact:
Strategies for Success
Avalon East School District
Suite 601, Atlantic Place, 215 Water Street
St. John's, NL A1C 6C9
Tel: (709) 758-2388; Fax: (709) 758-2706
Email: conference@aesd.ca;
Web site: www.aesd.ca/conference

KENNETH MORGAN BOBBETT, 1949 – 2003

On March 2, 2003, family, friends, colleagues and former students were deeply saddened by the death of Kenneth Bobbett.

Kenneth was born and educated at Pass Island, Hermitage Bay. He attended Memorial University where he graduated with a B.A.(Ed.) and a B.A. He began his teaching career in Burgeo in 1966 and over the next 30 years taught in Rencontre East, Seal Cove (F. Bay) and Hermitage. He retired in March 1998.

During his teaching career Kenneth touched the lives of numerous students through his simple, easygoing approach to life and learning. He strived to instill in them a thirst for knowledge, a love for reading and an appreciation for literature, especially Shakespeare.

He was actively involved in his community serving terms on the Conher Development Association and the Hermitage-Sandyville Town Council, as well as being an active member of the Hermitage-Sandyville Lions Club.

Kenneth was a determined and dedicated individual as exhibited by his many struggles with sickness during his teaching career and during his few retirement years. He never gave up but faced each obstacle with courage and resolve. The words of the song *Too Old to Die Young* by Moe Bandy, that he loved to sing and play with his buddies during their many jam sessions speaks best:

Let me watch my children grow,
To see what they become.
Oh, Lord, don't let the cold wind blow,
Till I'm too old to die young.

Kenneth is deeply missed by his loving wide Ida, daughters Kelly, Tammy, and Jennifer, son Danny, grandchildren Ethan, Kendra and Danielle, as well as a large circle of relatives and friends.

(Submitted by the staff of John Watkins Academy, Hermitage)

VICTOR L. MAY, 1950 – 2002

It was a shock and disbelief to family, friends, and colleagues to hear of the sudden and unexpected passing of Victor May on December 1, 2002.

Victor was born on December 2, 1950 and graduated from high school in Belleoram. He received his B.A., B.Ed., and M.Ed. from Memorial University.

His first teaching position was at Gaultois in 1971-72. From 1974 to 1983 he was principal at Holy Cross School in Daniel's Harbour and from 1983 to 2002 principal at Elwood Complex in Deer Lake.

During his teaching career, Victor was president of the NLTA St. Barbe South Branch, executive member of the NLTA Deer Lake Branch, president of the NLTA School Administrators Council, member of the Canadian Association of Principals Foundation, executive and vice-president of the Canadian Association of Principals, and director of the Kids Eat Smart Foundation.

Victor was also very active in his community and played a prominent and important role in many organizations. In 1994 he received the Samuel Laycock Memorial Award, was named Principal of the Year for 2001-02 by the NLSAC, and received (posthumously), the Barnes Award from the NLTA and the Queen's Jubilee Award from the provincial government.

Victor was a role model, a visionary, a leader, a team player, and a true promoter of education. He has touched and influenced many students by his encouragement, smile, commitment, enthusiasm, energy, and by being a "buddy". He enjoyed his work, took pride in volunteering, had an attachment to meetings, and loved life in general.

Victor will be forever remembered and missed by his loving wife Sadie, his daughter Melissa, and his brothers, sisters, family, and many, many friends.

(Submitted by Jerry Brake)

Kenneth Bobbett

Victor May

MARY RONAYNE-WHITE, 1951 – 2003

On March 11, 2003 the Holy Cross Elementary School community in St. John's was deeply shocked and saddened to learn of the sudden passing of a very dear colleague and friend, Mary Ronayne-White.

Mary taught at Holy Cross for many years. Throughout that time she touched the hearts and minds of hundreds of young children. She was always perceived as an "ideal" teacher. Her highly effective teaching skills, her love and concern for her students and the continuous support, cooperation and respect she showed to all members of the Holy Cross staff certainly attest to Mary's bringing the word "ideal" to reality.

Mary's strong religious beliefs were lived out in her teaching career. Her faith was very important to her and this was modeled in her daily relationships and in the way she lived her life.

Our memories of Mary are ones of a person who possessed strong morals and values. She certainly practiced what she believed. Mary was as the song says, "a gentle woman, a peaceful dove". She taught us wisdom and love. Thank you, Mary.

Deepest sympathy is extended to Mary's loving husband, Walter, her darling children, Madeleine, Sean, and Theo, her dear mother Madeleine, sisters Patricia and Paula, brother Peter, and to all members of the Ronayne and White families.

May her soul rest in peace.

(Submitted by the staff of Holy Cross Elementary, St. John's)

Mary Ronayne-White

Winston Carter

A President's Perspective

by WINSTON CARTER

The curtain is slowly descending upon my role as the 43rd President of the Newfoundland and Labrador Teachers' Association. It has been an experience that has broadened both my professional and personal life. Alfred Lord Tennyson in his poem, *Ulysses*, best expressed this sentiment when he wrote that *all experience is an arch wherethro' gleams the untravelled world, whose margins fade forever and forever as I move*. The insights gained through working at both the provincial and national levels of education have certainly broadened my horizon and will serve me well in all future endeavors.

In this fast paced world of instant imaging, the media, in all its forms, is a valuable tool in keeping our membership fully informed. As President I was accountable to the teachers of this province for getting their professional concerns into the public domain. This was achieved through write-ups in various print media such as *The Telegram*, *The Western Star* and the 13 Robinson-Blackmore newspapers. I appeared on CBC Radio Morning Shows in St. John's, Gander, Grand Falls-Windsor and Corner Brook along with the CBC program *On the Go*, as well as being featured in news stories on VOCM and VOCM's *Newfoundland and Labrador Today*. I availed of TV opportunities including CBC's panel discussion entitled *Learning Curves* and news reports on CBC's *Here and Now* and NTV's *Evening News*. I also had the opportunity to appear on the Rogers Television programs *Out of the Fog* and *Corner Brook Café*. Let the record show that I took advantage of every media opportunity to highlight educational issues in this province.

Every President brings to this office a vision or goal that, hopefully, will make a positive difference to the membership. For me, it was in the area of communication. My goal was to visit our schools and to talk with teachers in their place of work. Thus began the President's Visitation Program. On September 17, 2001 I made my first formal visit to Jens Haven All Grade School in Nain, Labrador. My goal of visiting every school in Newfoundland and Labrador will be achieved by mid June and will be recognized as a feat never before accomplished in our 113-year history as an Association. Suffice it to say, much have I seen and heard!

My visitation program allowed me the opportunity to speak to teachers and to hear their concerns. These concerns have been summarized and included in a Brief entitled *Putting the Teacher Back Into Teaching*. This document contains recommendations that encompass curriculum/program introduction, curriculum resources, student support services, the need for support personal and communications. The voices of teachers have been heard!

Let us continue to monitor and support the use of technology in our schools. In a partnership with the Centre for Distance Learning and Innovation (CDLI) we have now secured a future in providing the necessary instructional tools needed for our teachers to receive the professional development they need. This will also ensure that our students will continue to receive quality programming no matter where they live in Newfoundland and Labrador. However, we must not assume that everything that employs technology is going to be successful. We must continue to remind Government that technology must not, nor should not, replace teachers in the classroom!

As I sat to candidly reflect and ponder the events of my term in office, I did so with the greatest respect for those who were the key players along the way. My role as your President would not have been the tremendous experience it was without the guidance, direction and support from so many people. Sir Isaac Newton once said, "If I have seen farther than most men, it's only because I have stood on the shoulders of giants". I have done that through my Association and in collaboration with the teachers of this province. Your input, encouragement and inspiration have been instrumental in helping me fulfill the duties of your Association. Thank you one and all.

Keep the faith!

Your Association Your Goals

by EDWARD HANCOCK

The 2002-03 school year has indeed been a history-making one for the Newfoundland and Labrador Teachers' Association. For the first time in the history of the NLTA, you have elected your President and Vice-President by a vote among all members. Your new President, Fred Douglas, and your new Vice-President, Kevin Foley, will lead the 13 member Executive team for the next two years. This Executive is, of course, charged with leading the Association and making decisions on behalf of teachers within the authority given to them by the NLTA by-laws and policy. As the leader of that team, the President is charged with the responsibility of being the chief spokesperson in representing the Association's positions to the public, to the media and to the other education stakeholders.

So, this year for the first time, each and every teacher had the right to cast a ballot for President and Vice-President. As with any democracy, with that right comes a responsibility to ensure that the vote is an informed vote; that all voters take it upon themselves to become informed about the issues and the candidates. It is my hope that the new province-wide voting process will help to make the NLTA a more participatory democracy with members exercising both the right and the accompanying responsibility.

The Electoral Committee will be undertaking a review of the election procedures and bringing recommendations to Executive in the coming school year. In doing so, the Committee will be seeking input from school representatives, branch presidents, provincial executive and the candidates. If you have comments or suggestions on this electoral process, be sure to bring them to the attention of your school representative.

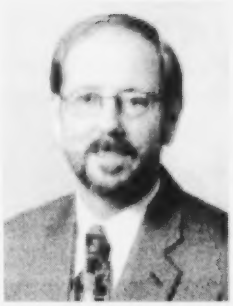
It is hard to believe that we are once again nearing the end of another school year. I know that, as with every school year, this has been another busy one in our schools and in our classrooms. You who are on the front lines of education have committed yourselves to providing quality education to our students, within the constraints of limited resources and ever-increasing challenges. Each and every one of you is to be commended for your ongoing efforts, commitment and dedication to the students in your care.

Your Association, too, has had a very busy year in representing and supporting teachers. A major focus has been the myriad of issues affecting the quality of teachers' work lives and their ability to provide the best possible educational opportunities to their students. In August 2002, your Provincial Executive identified four priorities as a focus for the coming school year. These were: Quality of Teachers' Work Lives; Teacher Accountability/Assessment/Professionalism/Certification; Communications/Public Relations; and Membership Involvement. Attention to these priorities along with our numerous teacher-centered programs and services occupied your Association's time and energy over the past year. One particular focus under the "quality of work life" priority was the preparation of a brief to government titled *Putting the Teacher Back into Teaching*. The idea for this brief evolved out of issues brought forward by teachers during the President's school visitations. The brief addressed five major components affecting the ability of teachers to deliver prescribed educational programs. These components were: Curriculum/Program Introduction; Curriculum Resources; Student Support Services; The Need for Support Personnel; and Communications.

This brief has already been a major topic of discussion in meetings with the Minister of Education and Department officials. It is hoped to use the brief as the basis for a major forum of discussion with Department and school board representatives early in the fall.

This school year has also seen the start up once again of our preparations for another round of collective bargaining. In November 2003, we will be serving notice to the employer of the NLTA's desire to begin negotiations on the provincial agreement which is due to expire in August 2004. Your Collective Bargaining Committee is now seeking your input as it develops a set of opening proposals for the upcoming round of talks. The priorities in those proposals will depend to a large extent on the input received from you, the members. You are encouraged to exercise your responsibility to be a participant in another of the NLTA's democratic processes.

As the school year closes, it is a fitting time to take stock of the past year and our successes (individually and collectively) in meeting the challenges before us. I would like to offer a personal note of "well done" to all of you for your efforts on behalf of your students and a "thank you" to all who have been active participants in your Association. Be sure to take some personal time during the summer to enjoy the break from your teaching responsibilities. On behalf of all your Association's staff at 3 Kenmount Road, I extend best wishes for a relaxing, safe and enjoyable summer.



Edward Hancock

Teachers Honored

Awards Presented at BGM 2003

In keeping with past tradition, the efforts of a number of teachers who have made significant contributions to both their profession and their Association were recognized at Convention 2003. Award winners for 2002 were announced last year but presented at this Convention. The following provides information on the awards and the 2003 winners.

Dr. Leslie Harris • Honorary Member

Dr. Leslie Harris was made honorary member of the Newfoundland and Labrador Teachers' Association on April 23, 2003 during the Association's Biennial General Meeting in St. John's. Dr. Harris joins a group of 37 distinguished Newfoundlanders and Labradorians who have received this honor.

Dr. Leslie Harris joins a distinguished group of 37 Newfoundlanders and Labradorians who have received honorary membership to the NLTA.

Dr. Harris was born in St. Joseph's, Placentia Bay and educated at St. Joseph's All Grade School and later at Memorial University of Newfoundland. He received a B.A. (Education) from Memorial in 1956 and a M.A. (History) in 1959. In 1960 he received a Ph.D. (Asian History) from the School of Oriental and African Studies, University of London. He began his teaching career in 1945 and except for the years he was a student, taught at schools in Harbour Buffet, Port Hope Simpson, Bell Island, Badger's Quay, and St. John's.

In his early career Dr. Harris was Director, Tri-College Co-operative Programme (Asian Studies) at Sweet Briar College, Randolph-Macon Women's College, and Lynchburg College, Virginia from 1960-62. He was Director, Summer Institute (Asian Studies) University of Virginia in 1962; Assistant Professor of History, Memorial University of Newfoundland, 1963; Associate Professor and Head, Department of History (MUN), 1964; and Head, Department of History (MUN), 1965. He continued his career at MUN when he was appointed Professor of History and Acting Dean of Arts and Science in 1966, Dean of Arts and Science in 1967, Vice-President (Academic) and Pro Vice-Chancellor in 1974, and President and Vice-Chancellor from 1981-90.

Besides his extensive educational and employment history, Dr. Harris has also served in numerous voluntary or appointed positions throughout his lifetime.

Throughout his career he has been a member of or involved with the following: Social Sciences and Humanities Research Council of Canada; Petroleum Training Coordinating Committee; Advisory Council on Education and Training and Research and Development; Executive Council of the Association of Atlantic Universities; Conference Board of Canada; Newfoundland and Labrador Award for Bravery Review Panel; Ocean Ranger Disaster Fund; Institute of Public Administrators of Canada; Newfoundland and Labrador Heritage Foundation; Canadian Committee of Scientists and Scholars; Newfoundland and Labrador Association for Multicultural Education; Association of Atlantic Universities; Review Panel on Northern Cod Stocks; Royal Newfoundland Constabulary Public Complaints Commission; National Round Table on the Economy of the Environment; Newfoundland and Labrador Heritage Fair; the Environmental Assessment Panel for the Terra Nova Project; as well as others.

Dr. Harris was appointed an Officer of the Order of Canada, has received the Lieutenant Governor's Award for Excellence in Public Administration, the Commemorative

Medal for the 125th Anniversary of Canadian Confederation, and the Queen's Golden Jubilee Medal. He is an Honourable Member of the National Honour Society, Financial Management Society, and has received the Tuck-Wallen Award from the National History Society.

Dr. Harris and his wife Mary (Hewitt) reside in St. John's.

The President's Award

The 2003 recipient of The President's Award is William (Bill) Chaisson or Corner Brook. The award of an engraved watch and plaque were presented to him by outgoing President Winston Carter at an awards dinner during Convention 2003.

Bill Chaisson receiving the President's Award from NLTA President Winston Carter.

The President's Award is presented during Convention to one person during the President's final year of his/her term of office. For a recipient to be eligible he/she must be, or have been, an active member in good standing of the Newfoundland and Labrador Teachers' Association for at least five years. They must have served the Association at the provincial, branch or executive level, or within the special interest council structure. They must be recognized amongst their peers as a teacher who has given of him/herself to the Association and be recognized among his/her peers as an exemplary educator in the profession.

Mr. Chaisson's teaching career began in 1988 at J.R. Smallwood Collegiate in Wabush, Labrador. He is presently a teacher at Regina High School in Corner Brook.

Mr. Chaisson has been very active at the provincial level of the NLTA. From 1999 to present he has been President of the Humber Branch of the NLTA as well as teacher representative for District 3 on the School Board-Teacher Liaison Committee, and from 1989-92 he was member of the Special Education Policy Committee for the Humber St. Barbe Roman Catholic School Board.

In 2001 Mr. Chaisson was a recipient of the NLTA Johnsons Bursary and in 1987 he won the Robert G. Reid Memorial Scholarship. He was also recipient of several awards before be began his career as a teacher.

Mr. Chaisson and his wife Cathy live in Corner Brook and have three children, twins Gregory and Sarah, and Emily.

The Bancroft Award

The Bancroft Award was established in 1980 to mark the 90th anniversary of the Newfoundland and Labrador Teachers' Association. The award recognizes outstanding service at the branch level of the NLTA for the betterment of education and professionalism for teachers.

Marilyn Bennett of St. John's, is a recipient of the 2003 Bancroft Award.

A teacher for 28 years, Marilyn has been an active member of the St. John's Centre Branch of the NLTA since 1989. She held numerous Executive offices at the branch level including Table Officer (1989-92, 1995-96, 1998-99), Vice-President (1991-94, 2000-01), Treasurer (2000-01), and President (2001-03). She has also been active at the committee level including membership on the Teacher Representative Committee, Centennial Committee, Equality Rights Committee, Hospital Visitation Committee, Communications Committee, Political Action Committee, Substitute Teachers Committee, Branch Elections Committee and Branch By-Laws Committee.

Marilyn has initiated or planned many activities for teachers including curling funspiels, bowling tournaments, host nights, and greet and meet nights. She has been an outstanding contributor to promoting teacher issues as well as organizing teacher events. She was a member of the Host Committee for the 2002 CTF AGM in St. John's and re-established the year end social activities for teachers.

Marilyn is currently a teacher at Bishop Abraham Elementary in St. John's.

Marilyn Bennett

Margaret (Peggy) Dunphy of North Arm, Holyrood, is a recipient of the 2003 Bancroft Award.

A teacher for 30 years, Peggy has been an active member of the Conception Bay Centre Branch for many years. She was President (2000-03), Vice-President (1980s, 1999-2000), Secretary (1978-80, 1986-88), Treasurer (1982-85), Communications Officer (1993-94), Professional Development Officer (1995-98), and Equity Issues (2000-03).

Peggy has chaired or been a member of numerous committees including Education Week, Social Committee, Nominations Committee, Scholarship Committee, Retirement Banquet Committee, School Board-Teacher Liaison Committee, School Retention Committee, and Branch By-Laws Committee.

Peggy Dunphy

Dolly Oldford

Rex Hillier

Peggy has been a delegate to the NLTA Convention several times throughout her teaching career. She has served as judge for writing components of Education Week for many years, has organized teacher fun days, and was an NLTA school representative when the program was first established until 1991, and again from 1996 to 2003. She was also instrumental in establishing and maintaining a scholarship fund.

Peggy is currently a teacher at Roncalli Central High in Avondale.

Dolly Brace Oldford of Mount Pearl, is a recipient of the 2003 Bancroft Award.

A teacher for 24 years, Dolly has held numerous offices at the branch level of the NLTA. She has been President of the Conception Bay South Branch since 1999, was Communications Officer (1997-99), Secretary (1984-87), and has been an NLTA school representative since 1984.

Dolly has been a member of numerous branch committees including Year-end Banquet Committee to Honour Retirees, Social Committee, Communications Committee, Education Week, Centennial Committee, as well as provincial committees for Education Week, Ad Hoc Committee on Elections and Procedures, and CTF AGM Co-ordinating Committee.

Dolly is a founding member of the CBS Centennial Choir, initiated the setting up of the CBS Branch website, and has volunteered for many years with the NLTA for the Janeway Telethon. She is trained as a mentor with the Teacher Induction Program, has actively co-ordinated, with other Branch Presidents, social activities for teachers in the Avalon East School District, and is a member of the School Board-Teacher Liaison Committee.

Dolly is currently a teacher at Paradise Elementary.

The Barnes Award

The Barnes Award was established in 1987 to recognize outstanding professional development services provided by teachers at the Special Interest Council level.

Victor May is a recipient of the 2003 Barnes Award.

Victor was involved in professional development within the province for almost 30 years. He first served as a member of the St. Barbe South Branch from 1974-78. In 1979-80 he was Director of the Provincial Home and School Association and was winner of the Samuel Laycock Award. From 1983-87 he was an executive member of the School Administrators Council – Regional Council, and provincial President of SAC for 1997 and 1998. He was Eastern V.P. for the Canadian Association of Principals (CAP) for 1998 and 1999, V.P. of CAP Foundation for 1999 and 2000, Vice-President of Deer Lake Branch of the NLTA, 1999-2001, and chaired or co-chaired several SAC conferences.

Victor participated in numerous professional institutes and conferences and was also very involved at the community level. He was a lay minister with St. David of Wales Anglican Church in Pasadena, Director of the Crown of the Valley Development Corporation, Director of Kids Eat Smart Foundation, Chairperson of Humber Valley Square Dancers Club, and a member of the Royal Canadian Legion, Branch #3 in Deer Lake.

Sadie May accepts the Barnes Award on behalf of her husband, Victor May, who passed away in December 2002.

The Special Recognition Award

The Special Recognition Award was instituted in 1990 by Johnson Incorporated to recognize the 100th Anniversary of the Newfoundland and Labrador Teachers' Association. The Award is presented annually to an active NLTA member who has made a major contribution to the cultural, social and/or community life of Newfoundland and Labrador.

Rex Hillier of Manuels, is a recipient of the 2003 Special Recognition Award.

A teacher for 26 years, Rex has been active at the school and community levels. He is a charter member of the Manuels River Natural Heritage Society, former Deputy Mayor, Town of Conception Bay South, former People's Warden, St. John the Evangelist Anglican Church in Topsail, and a former Vice-President of the Newfoundland and Labrador Volleyball Association. He has a Level III certificate in volleyball through the National Coaching Certification Program and was head coach of the Newfoundland and Labrador Canada Games Volleyball Team for 2001.

Besides having devoted endless hours as a coach at school, provincial and national levels, Rex has also been involved in numerous professional activities. He has taken part in STS, ISSP, and New Administrators training. He has participated in summer institutes in WinSchool and Enterprise Education, as well as countless inservices and professional development activities.

Rex is currently Assistant Principal at Booth Memorial High School in St. John's.

Queen's Golden Jubilee Medals

Seven individuals nominated by the NLTA were recently honored as recipients of the Queen's Golden Jubilee Medal. Lieutenant Governor Edward Roberts presented the medals during recent ceremonies held at Government House in St. John's.

The Commemorative Medal for Queen Elizabeth II's Golden Jubilee was created by the Canadian Government to mark the Fiftieth Anniversary of the Queen's accession to the Throne, to be presented to persons in recognition of a significant achievement or distinguished service to their fellow citizens, their community or the country. Through the Canadian Teachers' Federation, the NLTA was invited to nominate a number of individuals as recipients for the medals.

The NLTA Provincial Executive Council decided upon the nominees in the early Fall of 2002. The seven nominees receiving the awards were: Clifford Andrews, Brother A.F. Brennan, Bernice Morgan, Wayne Noseworthy, Brian Shortall, Heber Walters and Dr. Philip Warren.

Clifford Andrews' career in education in this province spanned 40 years, from 1940 to 1980. After 29 years as a teacher and school administrator, he was appointed to the position of Director of Special Services at the Department of Education, where he served until his retirement in 1980. Mr. Andrews served as President of the NTA from 1953 to 1955, and a highlight of his Presidency was the establishment of the first provincial salary scale for teachers in 1954. Mr. Andrews also served as a member of the NTA Executive for 14 years.

Brother Gus Brennan's professional career in education has spanned more than 60 years, during which he has served as a teacher, vice-principal, principal and school board superintendent. Upon graduating from St. Bonaventure's College in 1937, he joined the Irish Christian Brothers and started his teaching career shortly thereafter. He served as NTA President in 1964-66 and as President of the Canadian Teachers' Federation in 1969-70. He currently resides in Antigua and continues some teaching duties at St. Joseph's Academy.

Bernice Morgan worked for many years in public relations, first with Memorial University and later with the Newfoundland Teachers' Association. She is well known provincially, nationally and internationally for her two novels *Random Passage* and *Waiting for Time*, which are Canadian best sellers and have been made into an eight-hour CBC television mini-series. Ms. Morgan has also written another book of short stories titled, *The Topography of Love*, and many of her short stories have been published in magazines, anthologies and school textbooks. She was named Artist of the Year by the Newfoundland and Labrador Arts Council in 1996 and has won several literary awards.

Wayne Noseworthy began teaching in 1970 and became involved in the NTA as a branch president and member of Provincial Executive early in his teaching career. He was elected President of the Newfoundland and Labrador Teachers' Association in 1981 and led the Association during the first strike by the provincial bargaining unit in April 1983. He later served as a staff officer with NLTA for 14 years and as NLTA's Executive Director for four years before being appointed to his current position as Executive Director of the Nova Scotia Teachers Union. He has served on a wide variety of educational committees, provincially and nationally.

Pictured l-r: His Honour Lieutenant-Governor Edward Roberts, Mr. Wayne Noseworthy, and Mr. Edward Hancock (NLTA Executive Director).

Brian Shortall's career in education extends back for 34 years. He served in various schools as a teacher, vice-principal and principal from 1969 to 1989. During that time, he was very active in the NTA, serving as its President from 1979 to 1981. He was subsequently elected President of the Canadian Teachers' Federation, serving in that position from 1983 to 1985. He served as Superintendent of the St. John's Roman Catholic School Board from 1989 to 1996 and was appointed Director of Education for the newly amalgamated Avalon East School District in 1996 where he is presently serving in his second five-year term.

Heber Walters, who passed away in February 2003, was well known for his significant contributions in the fields of education and municipal politics. He was a teacher for 24 years, from 1949 to 1973 before he joined

the staff of the NTA as Director of Communications. He served as a staff officer with the NTA for 14 years with responsibilities in the areas of communications, public relations and field services. Mr. Walters was also extremely active at the community level serving as a mayor and councillor in Woody Point, Bonne Bay and Mayor of St. Phillips and Portugal Cove-St. Phillips. He was also very active in his church, the Lions Club, the cadet movement and the Retired Teachers' Foundation.

Dr. Philip Warren, who is well known throughout the province as a result of his distinguished career in education and public service, has been a teacher, university professor, and Minister of Education. As head of the Newfoundland Royal Commission on Education and Youth in the late 1960s, he helped lay the new foundation of the province's education system for the next three decades. He was a member of the Department of Educational Administration in Memorial University's Faculty of Education from 1962 to 1989. Elected to the Provincial Government in 1989, and appointed Minister of Education, he appointed a Royal Commission on Education which produced the report *Our Children, Our Future* in 1992, leading to the further restructuring of the education system in the late 1990s. A testament to Dr. Warren's enduring legacy in education in this province is the number of teachers who have come under his direct influence during their years of teacher education.

Two other individuals were also selected as nominees by the Provincial Executive – Dr. Myrle Vokey and Mr. Wayne Russell. However, both individuals had been nominated by other national organizations – Myrle Vokey by the Canadian Red Cross and Wayne Russell by the Canadian Hockey Association.

Queen's Golden Jubilee Medals: Front row (l-r): His Honour Lieutenant-Governor Edward Roberts, Ms. Bernice Morgan, Premier Roger Grimes. Back row (l-r): Ms. Donna Walters (on behalf of her father, Heber Walters), Mr. Brian Shortall, Mr. Edward Hancock, Dr. Philip Warren, Mr. Clifford Andrews. Missing from photo: Brother A.F. Brennan, Mr. Wayne Noseworthy.

Prime Minister Honors Outstanding Teachers

The 2002-03 recipients of the Prime Minister's Awards for Teaching Excellence were announced on May 15 in Ottawa. Six members of the NLTA were honoured with Certificates of Achievement. They are:

Margo Connors, Holy Heart High School, St. John's. Margo teaches enterprise education and English in Grades 10-12. She believes teaching is about learning, and learning is about growing for both teachers and students.

Margo spearheaded a team that developed the Program of Achievement in Community Enterprise (PACE), an extracurricular and crosscurricular award program that recognizes and fosters entrepreneurial skills among high school students. The PACE program is a place for "average" students to flourish and shine, and to develop communication skills, positive attitudes and behaviours, creativity and flexibility and variety of other employability skills over their high school career.

Margo also encourages the interaction of English as a second language (ESL) and other students through peer mentoring, Christmas celebrations, multicultural evenings highlighting the food and customs of ESL students, and by creating a bureau of volunteer ESL teachers in the community

Donna Harvey, Lewisporte Collegiate, Lewisporte. Donna teaches French, world history, and Canadian geography in French in Grades 9-11. She believes each student will learn to communicate in a second language when they are presented with situations that are meaningful and that they receive a richer and more comprehensive learning experience when challenged by a variety of instructional techniques.

Donna spearheaded expansion of the school's French program. She also promoted the development of French-language skills through public-speaking contests and educational trips to Quebec City and Montréal.

Donna's enthusiasm and innovative teaching bring great results for her students. Over the past five years, 98.3 percent of her students have completed French-language courses with an average mark of 80.5 percent, well above the provincial average.

Claire Rice, Holy Heart High School, St. John's. Claire teaches French, Spanish, social studies (in English and French), and art history in Grades 10-12. She believes in creating a classroom climate that encourages students to be academically adventurous and to do more than the bare minimum.

Claire extends and expands her students' skills in French through field trips to the islands of St. Pierre and Miquelon and to Paris, and through school exchange programs with a school in Cannes, France and one in Saint-Hyacinthe, Quebec. She has created a number of new courses and programs at Holy Heart High School, including an accelerated core French program, French immersion courses and Spanish courses.

Students excel in her classes, achieving high marks on both IB and AP exams. Several have gone on to become French immersion teachers themselves.

Robert Riche, Bishops College, St. John's. Robert teaches technology education in Grades 10-12. His teaching philosophy is that his students' success is his success and that leadership is a responsibility.

Robert has been the prime mover behind the school's inclusion in the Network of Innovative Schools, applying innovative use of communications technology whenever possible. He is a strong advocate of Web-supported courses, posting assignments, notes, deadlines, time lines topic lists, evaluation tools and quizzes on-line to give students ready access to the heart of their courses, including paperless handouts students can download to a palm-based computer or graphic calculator.

Robert has integrated learning from several areas of school life. For example, computer technology students created a high-energy digital video for a basketball championship pep rally, a student is redesigning and re-organizing the chemistry department Web pages, and a wide array of SchoolNet GrassRoots projects combine science and technology.

Bruce Stagg, Clarenville High School, Clarenville. Bruce teaches theatre arts, literature, and writing in Grades 10-12. He believes you should practise what you preach. If you want students to write, share your writing with them. He says "being there" for students means more than physical proximity.

Bruce teaches and encourages students to use a variety of writing styles, and creates writing assignments to develop skill in various styles. At the same time, he ensures students have a strong grounding and understanding of grammar and critical analysis on which to build their expression as young writers. His students become skilled and confident writers and public speakers. He brings Newfoundland and Labrador culture to life for students with story telling, costumes, role playing, original stories and plays, and inspires students to learn more about their history and province.

Bruce believes that the arts are essential to education and builds on this belief with strong active drama clubs. The drama clubs, which have been very successful and highly prescribed, produce and perform plays written for students by Bruce.

Lucy Warren, Coaker Academy, Summerford. Lucy teaches English and art in Grades 9-12. She believes that to be taught and learned, literature must be experienced. She believes teachers need to explore and utilize the most effective teaching and learning strategies available in order to connect with students and make their learning meaningful.

Lucy starts every school year with fresh new ideas and plans, brings knowledge and insight to students with interesting multimedia projects, educational field trips and author visits. She integrates information technology applications, computer skills and enhanced learning into the classroom with numerous SchoolNet GrassRoots projects. English classes participate in several communities.ca and Generations CanConnect projects.

As a result of Lucy's passion and enthusiasm for teaching, her innovative teaching strategies and her genuine concern for her students, students achieved the highest average marks in the school district on the provincial exams. Her students continue to excel in post-secondary education.

The PMA program began in 1993 to honour the outstanding achievements of Math, Science and Technology teachers. Awards were given at three levels: national, regional and local. In 1997, the PMA program expanded to recognize the innovative teaching practices of teachers of all disciplines. Awards are presented at two levels: Certificate of Excellence (national level) and Certificate of Achievement (local level). For more information about the Prime Minister's Awards, contact the PMA Program office at 1-800-575-9200 or visit the PMA website at www.pma-ppm.ca.

Public Exam Questionnaire

What Teachers Told Us

by RENÉ WICKS

In November 2002, a questionnaire on public examinations was distributed to high schools throughout the province. In total, 325 were returned, which represents a fairly significant response rate. The questionnaire itself used a four-point scale which included strongly disagree, disagree, agree and strongly agree. For purposes of this summary, the percentages reported are clustered in two categories indicating the percentage of respondents who disagreed and agreed. The conclusions drawn for each of the questions reflect the percentages and the general nature of the anecdotal comments provided. Because of the huge number of comments received, it is impossible and impractical to quote them in a summary report. For those who are interested in reading these comments, they have been placed on the Virtual Teacher Centre web site at www.virtualteachercentre.ca.

1. *Public exams help provide a standard measure across the province of how well students achieved the curriculum outcomes of specific courses.* **(Agree: 93%; Disagree: 7%)**

This indicates strong endorsement of public exams. There is some discrepancy in comments across the various disciplines; for example, in comments from Thematic Literature 3201, teachers indicated a lower level of satisfaction.

2. *The difficulty level was appropriate for my students.* **(Agree: 75%; Disagree: 25%)**

This indicates the majority of teachers were satisfied with the difficulty level of the exams. Again, there is a discrepancy among various disciplines; for example, Physics 3204, Thematic Literature 3201 and World History 3201 are divided on their opinions and comments reflect more negative responses.

3. *The sequencing of questions on the public exam was logical and allowed students to optimize their performance.* **(Agree: 89%; Disagree: 11%)**

Results show that most teachers agreed with the sequencing of questions, and there seems to be no significant discrepancy in results across the disciplines.

4. *The format of questions on the public exam was similar to the types of questions used in my class throughout the year.* **(Agree: 92%; Disagree: 8%)**

Results from all courses indicate that teachers had been using similar questions in class to those on the public exams. Many of the respondents indicated that they had used previous exam(s) to develop test questions throughout the year.

5. *The public exam questions were an accurate reflection of the outcomes students dealt with in the course.* **(Agree: 87%; Disagree: 13%)**

Across all disciplines, the majority of respondents felt the questions reflected the course outcomes.

6. *Students felt positive about writing public exams.* **(Agree: 46%; Disagree: 54%)**

Some of the difficulties noted in the comments include: student anxiety over the amount of content covered in the public exam; scheduling of two difficult exams on the same day; and the difficulty some special needs students experienced with the exam process.

7. *Some parts of the pubic exams were confusing and unclear for students.* **(Agree: 44%; Disagree: 56%)**

The most pronounced difficulties in this area were with World History 3201, where respondents suggested that questions were often vague and lacked definition, the visuals were unclear, and there was a lack of graphics on the exam. As one comment suggests: "In some instances, it was unclear what the questions were asking for – students seemed to be guessing and therefore writing a lot of information." A similar comment records: "The question on the public exam was more confusing for students. They knew the topic and material but could not figure out what was being asked."

8. *Students were adequately prepared to write the public exams.* **(Agree: 91%; Disagree: 9%)**

9. *It was clear to me the types of accommodations and adaptations that could be made for Pathways 2 students.* **(Agree: 59%; Disagree: 41%)**

Nearly 50% of the respondents indicated the need for more information on accommodations and adaptations. Some respondents indicated that they had received no information whatsoever and had not been inserviced. As one response indicated: "Even though I know that such accommodations and adaptations are available, it was not communicated to me through a memo or any other form." It should be noted that many respondents indicated there were no Pathways students writing exams in many cases.

10. *Accommodations and adaptations made for Pathways 2 students were manageable within our school.* **(Agree: 74%; Disagree: 26%)**

Comments suggest there appear to be few difficulties with the implementation of adaptations and accommodations.

11. *The exam results, when released, accurately reflected the performance of my students.* **(Agree: 68%; Disagree: 32%)**

The noticeable difficulty here appears to be with Thematic Literature 3201. A number of comments indicated that students did worse than expected. Some comments include: "Marks dropped approximately 20% or more from school marks." "My students typically dropped 20 marks for my A students, while my D students stayed the same or came up. It seems to be no acceptance of the fact that some students can achieve an A."

12. *Rubrics were provided to me and explained so that I could use them in my planning and teaching during the school year.* **(Agree: 39%; Disagree: 61%)**

Apart from the availability of sample exams in some cases, most respondents indicate that no rubrics were provided.

13. *The rubrics were clear, and adequate exemplars were provided.* **(Agree: 40%; Disagree: 60%)**

Responses would indicate that rubrics were not provided to teachers for public exam courses.

14. *The distribution of marks between the school-based grade and the public exam grade is an appropriate balance between the two.* **(Agree: 67%; Disagree: 33%)**

A significant majority appear satisfied with the balance. Some difficulties expressed through the comments include: "Too much weight on the public exam marks." Quite a few comments indicated a 60% school-based mark and 40% public exam mark would be more appropriate. Some comments suggest: "Assignments, presentations, unit tests more clearly reflected the level of students."; "Participation, assignments, performance is not considered sufficiently in the marking scheme."

15. *The marks students received on the public exam in my course were consistent with the school- based marks I have assigned throughout the school year.*
(Agree: 60%; Disagree: 40%)

The difficulty areas here seem to be with Academic Math 3200 and Thematic Literature 3201. In Academic Math 3200, most comments noted that marks appeared to have been scaled, while others felt that students' public exam marks appeared slightly lower. With Thematic Literature 3201, some respondents felt that expectations were extremely high, and marks dropped by 20% or more. Another comment indicated: "On average they were 12% lower, and I am regarded by students as a hard marker."

16. *The range of questions on the public exam reflected a balanced assessment of a broad range of outcomes contained in the course.* **(Agree: 85%; Disagree: 15%)**

Although the majority of respondents agreed with this statement, comments show some concern from Biology 3201 teachers as well as from Thematic Literature 3201, World Geography 3202 and World History 3201.

17. *I was provided a detailed explanation of the exam.*
(Agree: 65%; Disagree: 35%)

Responses indicate that teachers would like to receive as comprehensive a report as possible on exam results, including a breakdown for each student. Some responses also indicate that teachers would like to receive an answer key to some of the long-answered questions, which again indicates a need for the development of rubrics.

18. *I was provided an opportunity to work with colleagues in analyzing results and to collaboratively plan strategies to optimize student performance in future exams.*
(Agree: 33%; Disagree: 67%)

Teachers provided many comments on the desirability of such an analysis but indicated there were too few opportunities for such discussion. Some comments include: "I think we should get together more provincially or on a Board basis to talk about the public." Another response indicated: "Only Math teacher on site. No arrangements were made for me to collaborate with other teachers at nearby sites."

19. *Adequate supports and resources are available to address any discrepancies between school- based and public exam marks.* **(Agree: 32%; Disagree: 68%)**

As one comment suggested: "Time for teachers to analyze their public exam results and to address them is becoming more difficult with reduced prep time and increased workload and introduction of new courses." As a Thematic Literature 3201 teacher observed: "It appears that in general, rural grades tend to be lower than urban. Perhaps something concrete and constructive could be initiated to support the rural teacher/student in bridging this gap."

20. *Teachers, school board personnel, and Department of Education personnel have been working together to identify problem areas and to plan strategies for improving student performance in these areas.* **(Agree: 43%; Disagree: 57%)**

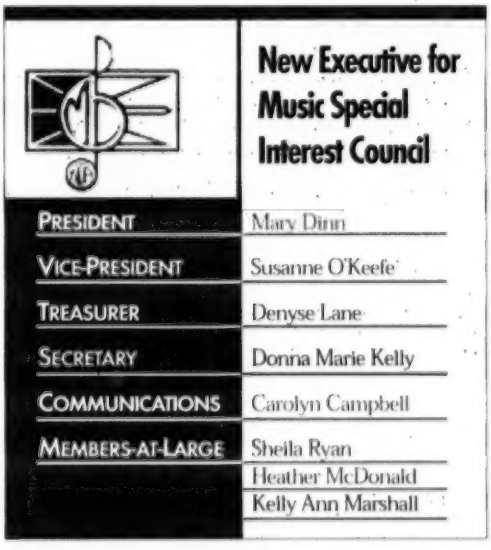
As in a previous question, it appears that more effort needs to be directed towards follow up and analysis of student performance with a view to planning strategies for improvement.

21. *Adequate supports and resources are available to address poor student performance in some public exams.*
(Agree: 29%; Disagree: 71%)

Most responses indicate that teachers are not aware of any resources specifically aimed at this concern.

The results and implications of this questionnaire as well as the questionnaire on Criterion Referenced Testing have been discussed with Department of Education personnel. I would like to thank teachers who took the time to complete this survey as your input should be most valuable in refining and improving the public exam process.

Rene Wicks is an Administrative Officer in the Professional Development Division at the NLTA.



From Gander to Uganda

Working with Teachers is Always Inspiring

by BEVERLEY PARK

Wednesday, May 14 and my plane is touching down at Entebbe Airport in Uganda. I emerge from the aircraft to be enveloped in a wave of heat and, after the SARS screening and the immigration checks, begin the drive through the Ugandan countryside to arrive an hour or so later in Kampala. In that hour I notice the many contrasts to the experience a first time visitor might have landing in Torbay or Deer Lake or Gander. The heat is the obvious contrast – and, of course, the sea of dark faces. Then there's the many people walking along the roadway on the way to work – walking, our driver tells us, four or five kilometers, balancing huge loads in baskets on their heads. The next two weeks will reveal other differences about living and working a half a world away. That's no surprise. What is surprising are the similarities. Let me explain…

I was in Uganda on assignment with the Canadian Teachers' Federation as part of their Social and Development Education Program (SODEP). The purpose of the assignment was to assist the Uganda National Teachers Union (UNATU) in becoming a partner in the national agenda undertaken by the Ministry of Education and Sport and various civil society and Non-Governmental Organizations (NGOs) in that country to enhance educational opportunities for girls. With two colleagues – Carolyn Francis, of the PEITF and Paulette Moore, NBTA – our task was to assist UNATU in delineating the issue, i.e. determining why girls are not in school, identifying the initiatives already being undertaken and developing a plan for a relevant and responsive UNATU/CTF-SODEP project.

While we may take for granted that both girls and boys should have equal access to educational opportunities, such was not always the case, even here in Newfoundland and Labrador – and it certainly is not the case in Uganda, despite a policy of "Universal Primary Education" being introduced in 1997. But policy is only a first step; making it live through changing practice is the challenge. That's where we came in. UNATU, with the SODEP team, has designed a project to train key players – the senior teachers charged with working specifically with girls – in critical areas identified as barriers: life skills such as communication, identification and intervention of harassment and abuse, assertiveness, and sexuality. The potential long term impact of this project for the teachers involved, for the girls they will counsel, and for the society as a whole is rich indeed.

UNATU is a young organization – having just registered as a trade union in March of this year. They have 14,000 members, which sounds large except when you consider that there are some 240,000 teachers in Uganda. They are in a pioneering phase, struggling to establish their place in the educational structure; working hard to build trust – both with their members and with the other educational agencies in the country. That's no so different than we may have been 113 years ago – not so different from what we are today! They have a commitment to improving educational opportunities for students through working with teachers – just as we do! Like us, they recognize that there is strength in numbers – and even greater strength in unifying those numbers of members into common and just causes – like equity of opportunity. To quote Margaret Mead: "Never doubt that a small group of thoughtful committed citizens can change the world. Indeed it is the only thing that ever has." From Gander to Uganda, some things are just the same the world over!

Beverley Perk is an Administrative Officer in the Professional Development Division at the NLTA.

Members of UNATU discuss the challenges of girls' education in a CTF sponsored workshop.

Doing it Right From the Start

by CLAUDETTE E. S. COOMBS

"To guarantee a better chance of staying healthy, we need a plan which we frequently review and revise as necessary."

Generally speaking, we all know how to be healthy. We even have our own reasons for wanting to have a healthy lifestyle and environment. However, few of us have achieved our desired health status. What prevents us from getting there and staying there? The discrepancy between what we want and what we achieve is not due to a lack of knowledge or will. It is often due to inadequate skill in applying knowledge to everyday life. If we make the choice to adopt healthy habits, we then need to put the supports in place to incorporate those habits into our daily lives. Physically we must pay attention to our eating and activity habits and mentally we must ensure that we develop adequate coping strategies to deal with our chosen lifestyles. When we get the patterns sorted out and get into a routine, we are better able to maintain the behaviours which support our health.

We may wrongfully assume that all we need is to make up our minds to be healthy and health will follow. When it doesn't, we blame ourselves for not having the willpower or perseverance to reach our goals. Just so you know … there is a lot more to changing behaviour than just having the willpower. We have to know what to do and how to do it.

There are many factors in our environment which affect health, but over which we have no control – so write those off your list already. Being distressed about things beyond our control is counterproductive. It only serves to increase our mental discomfort without changing our health status. These factors include: a family history of illness or specific body dimensions; cultural influences; some environmental hazards; and even gender. But don't give up here. Having a predisposition for heart or other disease does not mean that you can't influence your health outcomes. In fact, despite a genetic predisposition for type 2 diabetes, you can still prevent or delay its onset and have an active, healthy life without the usual disease complications. This is attainable if health-supporting behaviours are a regular component of everyday life.

Planning to be healthy means first knowing how to be healthy, then knowing what interferes with that. The typical reasons offered include lack of resources, primarily time, but also emotional and physical support, finances, facilities and knowledge or skills.

Take Advantage of Summer 2003

When we make it to June we usually let summer happen to us. We may have planned holidays and trips – or not – but our freedom can automatically improve our health. The change in physical and mental demands is refreshing. The sunshine, along with fewer demands on our time, usually inspires us to engage in outdoor activities. It is important for us to see these activities not only as a summer tradition but as a beginning to our physical and mental conditioning and a start to incorporating enjoyable activities into our lives year-round. Summer is the ideal time to start routines which can be carried into the school year and which increase the likelihood of us ultimately reaching our desired health goals.

As summer moves into fall, be sure to integrate the healthy summer habits into the new structure of school. Develop routines which place a high priority on health and allow the appropriate use of resources to maintain a healthy lifestyle while taking into account the school schedule, demands and restrictions.

September 2003 – another chance

Even though we start a "new year" in September, we tend to quickly slip back into old habits. Too often these habits encourage us to neglect our health and focus only on doing the best job possible. Although we may think that we are doing the right thing, our thinking is flawed. If we abandon healthy practices for workload interests, we are not doing what is best for our long-term health and we are not being the best role models for those who are learning from us.

Even with the best intentions, without being prepared for work stressors and maintaining a healthy lifestyle, we quickly succumb to the demands of our challenging jobs. We no longer experience the energy

and vitality of summer. In fact, by November we are slipping into old patterns and we may have to push ourselves just to make it to Christmas break. Maybe then we re-establish our personal, health and family priorities but by February we are desperately in need of a refresher course. If Easter finds us dreaming of the end of the year, we know we are not managing our health well.

To guarantee a better chance of staying healthy, we need a plan which we frequently review and revise as necessary. If we anticipate that time, motivation or facilities will be obstacles, then generate strategies to overcome them. Be creative and proactive. Waiting until we are faced with the obstacles before considering our options will almost definitely mean that we are overcome by them. The plan should also include periodic self-assessments of body, mind and spirit throughout the year. Monitor any negative changes and take steps to rebuild. We can often tolerate enormous struggles in our bodies and even in our minds but when our spirit begins to suffer the situation has become critical. Don't risk losing the gains made over the summer by not making and sticking to a long-term health plan. Being prepared can make the difference between having an enjoyable 2003-04 teaching year and dreading going to work every day. With an effective health plan in place, you will be reminded each day of why you chose teaching and before you know it, it will be summer again!

Prepare for Summer 2004

Now it's really time to enjoy summer! The Summer of 2003 was just a practice session and the school year of 03-04 was the real test. Now you are ready to relax after a rewarding year in the classroom that didn't leave you exhausted, frustrated and fantasizing about retirement. Now, you have arrived. You have mastered the ability to do your job and live at the same time. Don't settle for this just being a dream. Look around; many of us have given up on our personal goals and look at the impact on our quality of life. Look more closely. There are a few of us, not limited to the new teachers, who still express that enthusiasm and zest for life and teaching. You can re-ignite that energy by first making your personal plan to take care of yourself and backing that plan with expertise and action. The rewards are life-long.

Simple Tips for Staying Healthy

- Keep nutritious snacks handy and you might not be as tempted by foods that you later regret eating.
- Limit the amount of unhealthy food kept in easy reach.
- Plan and prepare meals ahead of time. Cook extra and freeze it in appropriate portions. This makes life a lot easier on those busy days and decreases the lure of fast food take-outs.
- Assess the skills gaps between what we have and what could benefit us. Search out the resources to develop those skills.
- Access the resources which renew and encourage the determination to become and stay healthy.
- Ensure that your School Improvement plan includes goals for personal well- being. Suggest that your School Team plan a day on personal wellness priorities and action.
- Don't rely solely on willpower. Create a health-enhancing environment. Stay surrounded by the mental and physical supports needed to maintain a healthy life. When necessary, call in the reinforcements!

To make our healthier lifestyle easier to maintain we must ensure that we create the environment which recognizes our personal obstacles to health and promotes our compliance with positive health choices.

Claudette Coombs is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Marie Wall (ext. 265).

SCHOOL REPRESENTATIVE SEMINARS
Coming in Fall 2003

A new series of School Representative Seminars will take place on a triennial basis starting in the fall of 2003. The province has been divided into nine regions and three seminars will be held in the fall. Schools will have the opportunity for representative to attend every three years.

GROUP 1 – AVALON (GROUP A)

October 3-4
Location to be determined
Branches Attending: Conception Bay Centre, Conception Bay South, St. John's Centre, St. Mary's Bay, Southern Shore, Waterford Valley

GROUP 2 – CORNER BROOK AND SOUTHWEST

October 24-25
Holiday Inn, Corner Brook
Branches Attending: Appalachia, Burgeo, Humber, Port aux Basques, Rameaux

GROUP 3 – GREEN BAY/GRAND FALLS-WINDSOR/CONNAIGRE

October 24-25
Mount Peyton, Grand Falls
Branches Attending: Bay d'Espoir, Belleoram-Wreck Cove, Exploits Valley, Green Bay, Harton, Seagaulher

FURTHER INFORMATION WILL BE PROVIDED AS IT BECOMES AVAILABLE.

Report on CTF Committee on BGLTT Issues in Education

by ANN SHORTALL

The Canadian Teachers' Federation (CTF) Ad Hoc Committee on Bisexual, Gay, Lesbian, Transgender, and Two-Spirited Issues in Education (BGLTT) met in Ottawa in late March.

The meeting opened with introductions which focused on initiatives by individual members of the board, provinces, and teachers' unions to dismantle homophobia in our education systems. All members have contributed very much to raising awareness of BGLTT issues in their respective provinces. Teachers reported advances in curriculum, teacher benefits, and resource materials supporting BGLTT people. There is a sense of hope that not only our teachers' unions, but also the majority of our country is committed to alleviating prejudice toward sexual minorities.

The main component of the meeting was devoted to actions promoting CTF's and Elementary Teachers' Federation of Ontario's (ETFO) recent publication, *Seeing the Rainbow: Teachers Talk About Bisexual, Gay, Lesbian, Transgender and Two-Spirited Realities. Seeing the Rainbow* consists of three main components – information, stories, and lesson plans.

The information component which is comprised of definition of terms such two-spirited, transphobia, and transgender, will equip an educator with the basic tools for classroom discussion. The myths surrounding BGLTT people, marginalizing and persecuting those who don't fit into the heterosexual norm, continue to perpetuate homophobia. The goal of the section "Myths and Facts About Bisexual, Gay, Lesbian, Transgender, and Two-Spirited People" is to dispel these myths. The section "Some legal and legislative developments in Canada, both provincially and federally", provides an overview of past and current developments in courts and legislatures. The section "Why care?" serves to address the basis for a rationale dealing with homophobia in our classrooms and schools. "What can teachers do?" offers a wide variety of suggestions and options for practical action. Moving from the individual teacher to the broader arena of the school community, "What can the school do?" provides useful approaches for staff and administrators to support BGLTT students. This sections covers topics such as confronting homophobic bullying, and what to do when a student comes out or is outed by another.

The second section of *Seeing the Rainbow* is a selection of lesson plans suitable for levels from primary to secondary, which offers the educator practical suggestions for tackling homophobia in age-appropriate and sensitive ways.

The third section of *Seeing the Rainbow* contains teachers' stories, moving examples of work being done, or that needs to be done, to create safe and supporting schools for BGLTT people. These stories, written by heterosexual and BGLTT teachers from across Canada, are both uplifting and troublesome. "Where is the Hope?" is the story of one teacher's struggle with staying in the closet, and the subsequent guilt of a gay boy's suicide. "Responding to the word *fag* at school" is beneficial in that it teaches us one positive way of responding to homophobia.

Seeing the Rainbow will undoubtedly prove an invaluable addition to the resources currently available to assist teachers in efforts to teach respect for sexual minorities. Copies are available for $15 from the Canadian Teachers' Federation and may be ordered online at www.ctf.fce.ca.

The board also worked diligently on devising a CTF policy to include BGLTT issues in education. This policy is to be adopted at the AGM in December 2003. Some

Members of the Ad Hoc Committee in Ottawa.

of the draft policies to be fine-tuned at the next meeting include resolutions to support: respect for families of sexual minorities; safe schools' policies recognize that homophobia plays an integral role in bullying and harassment in school; anti-homophobia education is an integral goal of education permeating curriculum, materials, and practices; pre-service and in-service education regarding BGLTT families be a regular aspect of professional development; the assumption of heterosexuality throughout the school system denies BGLTT students and families affirmation; teacher education programs including strategies, lesson plans, and curriculum that assists teachers in addressing BGLTT issues; the right of BGLTT students to self-identification; and the notion that Member Organizations must engage in developing public awareness about BGLTT issues and the effects of heterosexism and homophobia in the learning environment.

The next BGLTT Ad Hoc Committee meeting is tentatively set for October 2003 in Vancouver. Agenda items will include: final draft policy for CTF Handbook; advice concerning advocacy and support; and a report on the use and effectiveness of *Seeing the Rainbow*.

Future issues of *The Bulletin* will contain updates on the work of this committee. Comments and suggestions on BGLTT issues can be forwarded to Ann Shortall.

Ann Shortall is a high school teacher at the Newfoundland School for the Deaf. She can be reached by e-mail at ashortal@stemnet.nf.ca.

Resolutions from BGM 2003

More than 80 resolutions were presented at the NLTA Biennial General Meeting held in St. John's in April. Resolutions that were *Carried, Carried as Amended/Edited,* or *Referred to Executive* are included below; the remaining resolutions that were *Defeated* or *Withdrawn* by the sponsoring branch can be found in your Convention issue of *The Bulletin.*

Category A: Professional Development

Professional Development Days

1. That professional development days be more teacher directed than school board or administration directed. **(CARRIED)**

Substitute Filling Primary/Elementary Positions

2. That primary/elementary substitutes be considered for all K-6 grade teaching positions. **(REFERRED TO EXECUTIVE)**

4. That Kindergarten teachers not be responsible for implementation of any pre-school readiness programs for children. **(CARRIED)**

Remedial Services

5. That the Department of Education reinstate remedial personnel for all levels of schooling. **(CARRIED AS AMENDED)**

Pathways

6. That ISSP training be provided to special education teachers at a faster rate during the school year. **(CARRIED AS EDITED)**

7. That more information on the Pathways model be provided to teachers and parents. **(CARRIED)**

Category B: Association

Election of Executive

8. That candidates for Executive be given a maximum of five minutes to address Convention delegates prior to the election. **(CARRIED)**

Category C: Benefits and Economic Services

Teachers on Public Exams Marking Board

13. That the Collective Bargaining Committee in their deliberations on the opening proposals for negotiations consider the resolution passed at the 2001 BGM regarding negotiating improved salary scales and working environment on behalf of members who are working on provincial marking boards. **(CARRIED AS AMENDED)**

Workload Survey

14. That the NLTA undertake a survey/study to determine the workload of teachers. **(CARRIED AS AMENDED)**

Class Size

17. That each school district be required to establish maximum limits on class size for individual courses/individual classrooms to ensure a healthy and safe learning environment for the province's students and teachers. **(CURRENT POLICY)**

18. That NLTA seek to negotiate limits on class size in consideration of the inclusion of special needs children in the regular classroom. **(CURRENT POLICY)**

Leaves

20. That the Collective Bargaining Committee consider for inclusion in the opening proposals a provision to compensate retiring teachers for unused sick leave. **(CARRIED AS AMENDED)**

21. That the Collective Bargaining Committee consider for inclusion in the opening proposals the granting of three (3) days of paid leave in the aggregate in a school year to teachers, which would be in addition to other leave provisions of the Collective Agreement. **(CARRIED AS AMENDED)**

22. That the Collective Bargaining Committee consider for inclusion in the opening proposals one (1) day of paid leave to be used at the teacher's discretion. **(CARRIED AS AMENDED)**

23. That the Collective Bargaining Committee consider for inclusion in the opening proposals an amendment to Article 18.03 of the Collective Agreement – Family Leave – by replacing the word 'may' with the word 'shall' so that the clause will read: 'Upon application to a school board, a teacher shall be granted leave with pay, not exceeding three days in the aggregate in a school year to attend to the temporary care of a sick family member...'. **(CARRIED AS AMENDED)**

Occupational Health and Safety

24. That all teachers be offered training in first aid procedures, as required, as part of their professional development and that such training be at the employer's expense. **(CARRIED)**

Allowances

25. That the Collective Bargaining Committee consider for inclusion in the opening proposals an allowance for educational psychologists which reflects the professional responsibilities and the required training beyond the Masters level. **(CARRIED AS EDITED)**

Department Head Status

26. That the Collective Bargaining Committee consider for inclusion in the opening proposals department head status for student support services. **(CARRIED AS AMENDED)**

27. That the Collective Bargaining Committee consider for inclusion in the opening proposals department head status for special services and technology. **(CARRIED AS AMENDED)**

29. That the NLTA seek to have all courses where the language of instruction is French recognized for eligibility in determining Second Language department head status. **(CARRIED AS AMENDED)**

30. That NLTA seek to negotiate improvements in the 60 hours/80% teaching time requirements for department head status. **(CARRIED)**

Teacher Allocations

31. That the NLTA continue to seek improvements in the teacher allocation criteria defining small, mid-size and large schools. **(CARRIED AS AMENDED)**

Teacher Work Day

32. That the Collective Bargaining Committee consider for inclusion in the opening proposals the establishment of a maximum number of required meeting hours for teachers beyond the regular school day. **(CARRIED AS AMENDED)**

Student/Teacher/Program Assistant Ratio

33. That the NLTA seek to establish a student/teacher/program assistant/student assistant ratio of one adult per student for severely developmentally delayed students. **(CARRIED AS AMENDED)**

Remuneration for Work Outside Teaching

41. That teachers be provided with extra remuneration to make presentations or submissions to teachers at or during school board closeouts or professional development days. **(CARRIED)**

42. That a teacher receive extra remuneration when they are performing additional duties for the Department of Education on curriculum development issues or presentations. **(CARRIED)**

Teacher Vacancies

44. That part-time permanent tenured teachers be given priority over non-permanent teachers to vacant permanent positions that they are qualified to fill. **(CURRENT POLICY)**

Lunchtime Supervision

45. That the Department of Education train and hire non-teaching personnel to supervise students at lunch time. **(CURRENT POLICY)**

Resolutions from the Floor

FL1 That NLTA establish a committee of teachers and administrators supported by NLTA Administrative Staff to develop an alternate teacher allocation formula that includes, not only student enrolment, but also programming. **(REFERRED TO EXECUTIVE)**

FL2 The NLTA strike a steering committee to examine and monitor the implications of the present Workplace Health, Safety and Compensation legislation as it pertains to the schools of this province. **(REFERRED TO EXECUTIVE)**

FL3 That NLTA study the rationale, purposes and consequences of Personal Growth Plans. **(REFERRED TO EXECUTIVE)**

FL4 That the Association seek to negotiate specific parameters around a teacher's workday. **(REFERRED TO EXECUTIVE)**

FL5 That the Collective Bargaining Committee consider for inclusion in the opening proposal a new administrative bonus structure that more accurately reflects the diversities and responsibilities of school administrators in the various size schools. **(REFERRED TO EXECUTIVE)**

FL6 That all currently retired teachers who will benefit from the pension indexer and who continue to substitute be required to pay 1% of their salary for any and all teaching service. **(REFERRED TO EXECUTIVE)**

FL7 That the Association endeavour to negotiate a Supplementary Employment Benefit Plan for employment insurance maternity/parental benefits on par with that received by federal government employees. **(REFERRED TO EXECUTIVE)**

FL8 That the Association endeavour to negotiate at least two (2) days of inservice, including the mandatory provision of substitute days, prior to the implementation of each new course or program, to be available to all teachers required to deliver the new course or program. This inservice time is to be in addition to inservice/substitute days already provided by the school board. **(REFERRED TO EXECUTIVE)**

FL9 That during the next round of negotiations the Association endeavour to obtain an allowance for speech language pathologists and itinerant teachers for the visually and hearing impaired. **(REFERRED TO EXECUTIVE)**

FL10 That retired teachers only be employed after active substitute teachers have been hired. **(REFERRED TO EXECUTIVE)**

FL11 That NLTA lobby government to maintain current levels of external supervisors in all schools where public exams are written. **(REFERRED TO EXECUTIVE)**

FL12 That NLTA attempt to negotiate a signing bonus and a yearly recruitment/retention bonus for teachers working in rural areas. **(CARRIED)**

FL13 That NLTA investigate the savings which has accrued by the provincial government as a result of the 1997 Educational Reform. **(REFERRED TO EXECUTIVE)**

FL14 That NLTA implement a perpetual media campaign to highlight how both the workload of teachers and expectation of teachers have increased. **(REFERRED TO EXECUTIVE)**

FL15 That NLTA implement a perpetual media campaign to highlight the volunteer work that teachers currently do in our schools. **(REFERRED TO EXECUTIVE)**

FL16 That in the next round of negotiations, the Negotiating Team attempt to extend the three days of compassionate leave currently granted to include the death of a close relative or friend. **(REFERRED TO EXECUTIVE)**

FL17 That fertility drugs be included under the health option of the NLTA Group Insurance Plan. **(REFERRED TO EXECUTIVE)**

FL18 That a priority during the next round of negotiations be the development of a compensation package that would include remuneration for teachers who are responsible for co-curricular and extra-curricular activities. **(REFERRED TO EXECUTIVE)**

FL19 That leaders (or their representative) of all the major provincial political parties be invited to address future BGMs and to answer questions from the delegates. **(REFERRED TO EXECUTIVE)**

FL20 That the Association explore using electronic voting. **(REFERRED TO EXECUTIVE)**

FL21 That the Collective Bargaining Committee consider for inclusion in the opening proposals minimal safety standards and minimal laboratory safety equipment that all school boards must implement before certain courses are offered in the school system. **(REFERRED TO EXECUTIVE)**

FL22 That the Association endeavour to negotiate the inclusion of "aunt" and "uncle" in Article 18.01 of the Provincial Collective Agreement and Article 29.01 of the Labrador West Collective Agreement. **(REFERRED TO EXECUTIVE)**

FL23 That the contributions from general membership fees to the Emergency Fund be increased from the current 5% to 25% to cover the costs of any future job action. **(REFERRED TO EXECUTIVE)**

FL24 That NLTA attempt to negotiate a provision for a minimum of one student assistant for each classroom which has more than one child on a Pathway other than Pathway 1. **(REFERRED TO EXECUTIVE)**

FL25 That a shop steward system be established in every school and that a system be implemented and addressed through the next round of collective bargaining and that it is included in contract negotiations. **(REFERRED TO EXECUTIVE)**

FL26 That the current NLTA policy on classroom maximum allotments be the number one priority in the next round of collective bargaining. **(REFERRED TO EXECUTIVE)**

FL27 That in the next round of negotiations, the NLTA seek to negotiate a system or position in each school to perform the morning, lunch time and recess duties. **(REFERRED TO EXECUTIVE)**

FL28 That teacher certification be taken over by the NLTA. **(REFERRED TO EXECUTIVE)**

FL29 That NLTA strike a committee to explore options to rebuild the Association's Emergency Fund in advance of any future job action. **(CARRIED)**

FL30 That the Education Week Planning Committee reassess the timing of Education Week to ensure it occurs at a time most suitable for teacher involvement and also continue to encourage all teachers to use the resource materials at an alternate suitable time if an individual school cannot incorporate it at the prescribed time. **(REFERRED TO EXECUTIVE)**

FL31 That the final decisions and functional administration of educational leave be the responsibility of the NLTA. **(REFERRED TO EXECUTIVE)**

FL32 That, prior to the upcoming symposium on our brief "Putting the Teacher Back Into Teaching", NLTA engage the services of an authority to add a section to the brief discussing the consequences, based on research evidence, if the recommendations contained in the brief are not followed. **(CARRIED AS EDITED)**

FL33 That NLTA lobby the provincial government to allow the purchase of any personal educational resources by teachers to aid in the delivery of instruction to be HST exempt. **(REFERRED TO EXECUTIVE)**

FL34 That the Department of Education and NLTA initiate measures towards the implementation of a full time kindergarten day. **(REFERRED TO EXECUTIVE)**

FL35 That NLTA lobby the Department of Education to change the registration age date to enter into kindergarten from December 31 to September 30. **(REFERRED TO EXECUTIVE)**

FL36 The Provincial Executive review the salaries currently paid to the EAP Coordinators with the intent of determining whether or not the salaries are in line with Atlantic Canadian and Canadian average. **(REFERRED TO EXECUTIVE)**

FL37 That no more money be transferred from the Emergency Fund other than for a strike. **(REFERRED TO EXECUTIVE)**

FL38 That when information is circulated to the membership in advance of a strike vote, it include information on the provision for a special levy for payment of indebtedness incurred during a strike. **(CARRIED)**

FL39 That Resolutions from the Floor – BGM 2003, with the exception of Resolutions 12, 29, 32 and 38 be referred to Executive. **(CARRIED AS AMENDED AND EDITED)**

Proposed NLTA Act and By-Law Changes from Executive

The following proposed By-Law change from Provincial Executive was **carried** by the 2003 BGM:

BY-LAW XI.F. – NOMINATIONS AND ELECTION FOR EXECUTIVE

That By-Law XI – Nominations and Election for Executive be amended by adding the following as a new subsection F, with the remaining subsections being re-lettered: **"Anyone alleging irregularities in nomination or election procedures must make such allegations known in writing to the Chairperson of the Electoral Committee at the Convention not later than 30 minutes after the announcement of the results of the election. Upon receiving such allegation, the Chairperson of the Electoral Committee must appoint a committee of three registered delegates, excluding nominees, who will investigate the allegation and report their findings and recommendations to the Chairperson of the Electoral Committee before 10:00 a.m. of the session of the following day of the Convention. In the event that the allegation of irregularities is accepted as proved, by a majority of the committee appointed to investigate the matter, the matter and conclusions must be reported to the Convention by the Chairperson of the Electoral Committee. After receiving the report of the Electoral Committee the Convention shall, by a ⅔ vote of registered delegates, allow the election to stand or otherwise a new election shall be held in respect of the Executive positions affected by the irregularity."**

The following proposed By-Law change from Provincial Executive was **amended** and subsequently **carried** by the 2003 BGM:

By-Law XIV. – Duties of the Executive Council

By-Law XIV. – Duties of the Executive Council was amended by adding a new Subsection J. to read: "The Executive and Presidents of Branches, established pursuant to Section 5. (1)(d) of the NLTA Act shall have the power, by majority vote, in the event that the Association incurs any indebtedness as a result of a job action, to impose upon the membership a special levy to be paid in such amount or amounts for such period and on such terms as the Executive and the Presidents of Branches deem necessary to pay some or all of such indebtedness, such a levy not to be used for any other purpose than repayment of job action indebtedness."

Proposed NLTA Act and By-Law Changes from Branches

PROPOSED BY-LAW CHANGES FROM THE ST. JOHN'S CENTRE BRANCH

The proposed changes to By-Law XV.A – Elections, By-Law XII.A (3) and XII.B. – Nominating and Election Procedures for Officers, XIII.A. (1) – Duties of Officers [Office of the President] which would have resulted in province-wide election of the President and Vice-President taking place in the fall of the year or in alternate years to the BGM were **withdrawn** by the sponsoring branch.

PROPOSED BY-LAW CHANGES FROM THE DEER LAKE BRANCH

The proposed By-Law changes from the Deer Lake Branch regarding the election of the President and Vice-President prior to the Biennial General Meeting were **carried as amended** and will read as follows:

a) By-Law XV.A – Elections

That By-Law XV.A. be amended to read: "Elections for President and Vice-President shall be held on a day selected by the Electoral Committee, as appointed under Section B of this By-Law, in the first week of **February** in the year of the expiry of the term of office for that position. Election information shall be published in a Bulletin at least one month prior to the date of the elections."

b) By-Law XII.A.(3) – Nominating and Election Procedures for Officers

That By-Law XII.A.(3) be amended to read: "Subject to XII.A.(1), the name of each nominee shall be released by the Electoral Committee as appointed under By-Law XV.B. within two weeks of the receipt of each nomination. For publication in a Bulletin, nominations must be postmarked not later than the date which is two months prior to the date of the election."

c) By-Law XII.B. – Nominating and Election Procedures for Officers

That By-Law XII.B. be amended to read: "Photographs and information on candidates referred to in XII.A.(2) must be published in a Bulletin as per By-Law XI.B."

PROPOSED NLTA ACT AND BY-LAW CHANGES FROM THE NUTAK LABRADORIMI BRANCH

The proposed changes to Section 5 – Powers of the NLTA Act which would have resulted in Joint Council being permitted to approve NLTA by-law changes was **defeated** and By-Law XI.D. and E. – Nominations and Election for Executive which would have resulted in Executive members being elected on a regional basis, was **defeated**.

PROPOSED BY-LAW CHANGE FROM THE TAYLOR'S BROOK BRANCH

The proposed change to By-Law III.C. – Active Membership [Dues] which would have resulted in a change in the annual fee structure for NLTA members was **defeated**.

Notice to Teachers

NLTA Provincial Committees

President-Elect, Fred Douglas, will be establishing a committee structure for the 2003-04 school year to assist the Provincial Executive Council in conducting the business of the Association. These committees, chaired by members of the Executive, prepare recommendations to Executive on a wide range of issues which affect both Association policy and action. The participation of teachers as members of the committees is essential in providing a link between the Executive and the membership of the Association.

Please consider volunteering to serve as a member of a committee that is of interest to you. A flyer seeking committee volunteers will be mailed to all School Representatives in June.

RESOURCES

Editor's Choice for Resources on the Web

http://cbc.ca/archives
This CBC archives website contains over 50 years of broadcast materials from important events in Canadian history. A special section for teachers include tools for lesson plans, tips for classroom use, and educational materials for Grades 6-8, 9-10, and 11-12. These materials complement many of the topics on the site and include five lessons per topic. All educational materials are available free of charge.

www.communityaccounts.ca
Developed by the Newfoundland and Labrador Statistics Agency, the Community Accounts are leading the country in supporting evidenced-based decision making by a broad range of users: policy makers, program managers, community-based groups through to students. Community Accounts is accessible through the Internet and brings together information on a broad range of topics such as income, education, health and employment. What makes it unique is its easy access, and the range of information available about communities, regions and the province as a whole. It's information that can give a picture of the social, economic and demographic well-being.

READY TO BLAST-OFF WITH MISSION NUTRITION

An exciting, newly redesigned *Mission Nutrition* program for Grades K-5 is now available. Developed by Canadian Dietitians, *Mission Nutrition* is a fun and easy way to teach students about healthy eating, physical activity and positive self-esteem.

Mission Nutrition is an engaging program that supports teachers with curriculum-based lesson plans full of entertaining ways to explore healthy living habits with students. The new space-themed program takes students on exciting adventures with the intergalactic *Mission Nutrition* team. With their discoveries, students learn valuable life lessons as they succeed in their missions to eat well, be active and feel good about themselves.

Three new *Mission Nutrition* kits are available in English and French: Grades K-1; Grades 2-3; and Grades 4-5. The new *Mission Nutrition* kits are free and easy to order by visiting www.missionnutrition.ca to view and download resources or by calling toll free 1-888-453-6374 to order kits. *Mission Nutrition* lesson plans and a fun and interactive student activity for Grades 6-8 are also available online at www.missionnutrition.ca.

Developed with input from teachers across Canada, *Mission Nutrition* is a joint initiative of Dietitians of Canada and the Team of Registered Dietitians at Kellogg Canada.

NLTA
Summer Hours

JUNE 30 - AUGUST 29

MONDAY TO THURSDAY
8:30am - 4:30pm

FRIDAY
8:30am - 1:00pm

ENTREPRENEURSHIP EDUCATION INSTITUTE
July 7-11, 2003
Halifax, NS. Join educators from across Canada and abroad for five days of professional development activities with sessions focused on the approach, philosophy and implementation of entrepreneurship education. The Institute consists of three streams to serve elementary, junior high and senior high educators. Training provided by the Centre for Entrepreneurship Education and Development (CEED) in partnership with the Nova Scotia Department of Education and Mount Saint Vincent University. Price: $1,000 per participant ($525 for Atlantic Canadian educators), plus applicable taxes. Accommodations, meals and transportation are not included. CEED is offering a limited number of scholarships to Atlantic Canadian teachers to cover the cost of training only. Accommodations, meals and transportation are not included. Additional subsidies are available for Atlantic Canadian teachers traveling from outside the Halifax area. Attend the five-day Entrepreneurship Education Institute to earn a half-credit at Mount Saint Vincent University. For tuition and registration information visit www.ceed.info/prodevel.

SUMMER INSTITUTE IN ENVIRONMENTAL EDUCATION
August 17-22, 2003
Killdevil Camp and Conference Centre, Gros Morne National Park. This five-day learning experience for full-time teachers in all disciplines is organized by the Western Newfoundland Model Forest in cooperation with School District 3. This year's theme is *Exploring the Boreal Forest*. What does the forest mean to you? Is it a source of firewood, pulpwood and lumber? A home for wildlife, a playground for outdoor enthusiasts, a living laboratory of plant life? These and other values of the boreal forest will be explored during Summer Institute 2003 using the example of the Main River. Registration fee: $250 (includes accommodations and meals). A limited number of free seats are available for recent graduates. For more information or to register, contact: Western Newfoundland Model Forest, Forest Centre, University Drive, PO Box 68, Corner Brook, NL, A2H 6C3, Tel: 709-637-7300, Fax: 709-634-0255, E-mail: lskinner@wnmf.com.

FALL WORKSHOPS – SCHOOL DISTRICT #5
September 26 & 27, 2003
Mount Peyton Hotel, Grand Falls-Windsor. **September 26 – Dyslexia: The Symptoms, Cause & Solutions**. Come learn the warning signs of dyslexia, the latest brain research, the genetic link, how to get tested properly, which reading and spelling systems work (and which ones don't), and how to make school a more successful place. **September 27 – Classroom Accommodations for Dyslexic Students**. This workshop presents the 25 most effective classroom accommodations that allow dyslexic students to succeed in the mainstream classroom. Most cost nothing and require little or no preparation time. Both workshops presented by Susan Barton. For information contact Keith Adey, School District #5, Tel: 709-292-5727.

PHYSICAL EDUCATION SIC CONFERENCE
October 16-18, 2003
St. John's Campus, Memorial University. Expand & Explore – Practical, relevant concurrent sessions, keynote speaker, panel forum, banquet and awards. For information contact Mark Jones, Tel: 709-722-3790 or Sharon Brophy, Tel: 709-754-3155.

EASTERN HORIZONS CONFERENCE
October 16-18, 2003
Delta St. John's Hotel and Conference Centre. Co-sponsored by the NLTA Learning Resources Council and the Eastern Horizons Literacy Group, this year's conference will again celebrate the best of Canadian children's literature. Teachers, librarians, parents and young people will have the opportunity to see and hear some of the best Canadian children's and young adult authors and illustrators, along with prominent educators from the region who successfully incorporate the works of these creators into their teaching. Eastern Horizons will also facilitate author visits to schools, public libraries and other public venues. For further information and registration, visit the conference website at www.stemnet.nf.ca/easternhorizons/.

2ND PUBLIC FORUM OF THE ASSOCIATION OF WORKERS' COMPENSATION BOARDS OF CANADA
October 26-28, 2003
Montreal, QC. The 2nd Public Forum will provide a platform for hundreds of people from all over Canada, who will come to share their questions, approaches, practices and experiences concerning young people and occupational health and safety. For further information visit the conference website at www.opus3.com/forum.

NEWFOUNDLAND & LABRADOR COUNSELLORS' AND PSYCHOLOGISTS' ASSOCIATION CONFERENCE AND AGM
October 28-30, 2003
Glynmill Inn, Corner Brook. With a focus this year on "The Child", the conference opens with a keynote address by Judge Lloyd Wicks, Child and Youth Advocate for Newfoundland and Labrador. Concurrent sessions will focus on child related issues which will be of particular interest to counsellors, psychologists, social workers and other professionals in the field. There will be a focus on career related issues which will be of particular interest to high school counsellors and human resources development officers. There is also a session around criteria documentation issues which many psychologists and counsellors have expressed a need for. For information contact Chris Cooper, Tel: 709-647-3381 (school) or 709-643-3659 (home) or via e-mail at nlcpapresident@stemnet.nf.ca.

PRIMARY SPECIAL INTEREST COUNCIL CONFERENCE
April 29-30, 2004
Hotel Marystown and Sacred Heart Elementary, Marystown. Call for Presenters – If you have a topic you would like to share or know of someone with skills/information that would be of interest to primary and elementary teachers, contact Theresa Jarvis at tjarvis@bpsb.nf.ca. For further information contact Clyde Jackman, Tel: 709-279-2870, Fax: 709-279-2177 or e-mail: cjackman@bpsb.nf.ca.